

# ELL Network 2011-2012

## Agenda & Minutes



For more information and materials, please visit [www.esu6ell.wikispaces.com](http://www.esu6ell.wikispaces.com) !

*The ELL Network is a forum for district personnel responsible for ELL programs and instruction to discuss pertinent issues, share and explore resources, and network with colleagues. These sessions are the primary means of sharing information throughout the ESU 6 Title III Consortium. We welcome all districts and personnel regardless of consortia affiliation.*

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## February 8, 2012

10:00 am - 2:00 pm

Keene Memorial Library, Fremont, NE

### Attendees

Jen Madison (ESU 6), Ashleigh Lange (NCPS), Marta Calhoun (NCPS), Jenny Piening (Malcolm), Julia Lonn (Norris), Ruth Merrett (Norris), Salome' Ausin-Dodge (Beatrice), Janet Burger (Wilber-Clatonia), Marta Calhoun (Nebraska City), Betty Diaz (Crete), Veronica Ortiz (Wilber-Clatonia), Sherry Runnels (Nebraska City), Joy Scheele (Crete)

*Several members of the ESU 7 Title III LEP Consortium joined us for this session. They represented districts including Schyler, David City, Logan View, Columbus Lakeview, Emerson Hubbard, and West Point.*

## Agenda & Notes

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Welcome, Introductions, Overview (Deb Wragge)

Rule 15 Study

Deb provided a brief overview of the history and development of Rule 15 which is currently awaiting the Attorney General's signature

We do expect an implementation guide from NDE by the fall of 2012. This document will provide clarification and details that will provide guidance to carry out Rule 15. (The Implementation Guide itself will not carry the force of law.)

(002) Deb clarified the LEP definition, and reviewed the importance of having the appropriate three questions of the home language survey, and then if necessary, using an appropriate language proficiency assessment (e.g., IPT, LAS, Woodcock-Munoz)

Parent Notification

One significant question involved the requirements for the notification of parents. The following is the language of Title III law (from <http://www2.ed.gov/policy/elsec/leg/esea02/pg50.html>). Jen reminded the group that upon student enrollment at the beginning of year, districts have 30 days to notify parents; during the year, districts have two weeks following enrollment to notify parents. Jen will find out if "30 days" means calendar days or school days.

*Extensive discussion ensued throughout our study of Rule 15. Generalizable pieces of that discussion are summarized in the remaining notes.*

What programs are available for newcomers?

Jen and Deb referenced the Nebraska K-12 Guidelines for English Language Proficiency available on NDE's website: [http://www.education.ne.gov/natlorigin/Limited\\_English\\_Guidelines.html](http://www.education.ne.gov/natlorigin/Limited_English_Guidelines.html).

Throughout the day's discussion, several specific programs, curricula, and resources were mentioned by group members:

DISE (Direct Instruction Spoken English)

Intensive English

Language for Learning

Espanol to English

Imagine Learning English

Rosetta Stone (Deb shared the Rosetta Stone Teacher's Guide and Student Workbooks. They are available at <http://sites.esu7.org/esu7title/title-iii-ellimmigrant/>.)

Access (Science, History, English, Math)

Larry Bell's 12 Powerful Words

Vocabulary Through Morphemes (Susan Ebbers)

AWL (Academic Word List; Coxhead, 2000)

- AWL Highlighters (e.g., <http://awl.londongt.org/> and <http://www.nottingham.ac.uk/~alzsh3/acvocab/awlhighlighter.htm>)

## Staffing

Deb explained the need for teachers who are responsible for ELL language instruction to receive professional development.

Jen emphasized that paras--by existing law--should not be responsible for teaching duties, and she shared some thoughts from Nancy Rowch. Essentially, budget and resources would not be adequate defense for using paras in teaching capacity in an OCR investigation/audit. (OCR-Office of Civil Rights)

## Exit Requirements

The group had strong concerns about 007.01C that Jen will share with Nancy. Primarily, the concern dealt with the fact that the NeSA-R is limited to reading and does not address the other language components (i.e., writing, speaking, listening). The group wants clarification about how much leeway a district has if a student meets/exceeds NeSA-R, but earns a "3" on the ELDA. Jen had a note in her documents from a conversation w/ Terri and Nancy saying "If a student meets on the NeSA-R, but does not earn a 4 or 5, then district could determine not to exit based on other pertinent information." Could the NeSA-W be an appropriate example of that other pertinent information?

## Monitoring

As far as we know, there is no prescribed form(s) for monitoring students. Julia Lonn shared a link to a sample she found online: <http://www.iu1.org/esl/files/forms/postExitELLMonitoringMiddleSecondary.pdf>

## Parent/Family Involvement

Nebraska City (Sherry & Ashleigh) is planning an opportunity for high school ELL students to research their heritage and set up booths at Parent Teacher Conferences.

## Rule 15 Evaluation

A significant component of Rule 15 is the requirement for evaluation and reporting. Deb and Jen explained that districts must have a yearly report on file regarding the achievement/effectiveness of the ELL program. There is a statewide conversation about creating an evaluation tool or process to guide districts, especially if the implementation guide is not sufficiently specific.

This report must be on file and available upon request; however, board action is unnecessary.

One participant advocated for everyone to be vocal with our stakeholders, leaders, and general public about the difficulties of meeting state and federal accountability with students who are fit into several subgroups (i.e., LEP, poverty, SPED). For example, data shows nearly a 1:1 correlation between students identified as free and reduced lunch and not-met on the NeSA tests; however, many stakeholders may not be aware of this data and its real challenges.

Deb provided a hard copy of the Title III Guidelines as presented within the Grant Management System and explained that consortia leaders submit the application in line with these guidelines.

Deb directed the group to read a research summary and complete a graphic organizer pointing out three key ideas and three classroom implications which the group discussed.

Nagy, W. & Townsend, D. (Jan-Mar 2012). "Words as Tools: Learning Academic Vocabulary as Language Acquisition." Reading Research Quarterly, 47:1, 91-108. Available 8 February 2012 from <http://onlinelibrary.wiley.com/doi/10.1002/RRQ.011/pdf>.

The session adjourned at 2:00 pm.

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## October 6, 2011

9 - 11:45, ESU 6, Milford

## Attendees

Jen Madison (ESU 6), Delanie McMillan (Dist 145), Ashleigh Lange (NCPS), Marta Calhoun (NCPS), Lisa Weber (JCC) Connie Biaggio (Seward) Jennifer Piening (Malcolm), Kyla Petersen (Dorchester), Kim Brehm (York), Mark Anderson (York), Karen Buchfinck (Crete), Jacque Kuzma (Crete), Angie Wagner (Crete), Katie Shepler (Crete), Julia Lonn (Norris), Ruth Merrett (Norris), Joan Stutesman (Lewiston)

## Agenda & Notes

## Welcome, Introductions, Overview

This Google doc agenda will also serve as our collaborative note taking space. Please help record our ideas, information, and questions in a professional manner. After the meeting, Jen will finalize this document including our meeting's notes and post them as a PDF on the ELL Network wikispace: <http://esu6ell.wikispaces.com/>.

*Introduce yourself, your school, your role with ELLs, and the thing you are most eager to learn about at this meeting.* (See participant list above. The following is a list of some of the topics participants were eager to learn about. In some cases, we were able to share resources and information right away. Notes regarding other topics can be found later in these notes. Some items will be carried to our next meeting's agenda; they have been listed at the end of this document.)

more resources

efficient use of time, ways to help students outside of school

resources/materials for newcomers

- Access Newcomers, Rosetta Stone, DISE
- Angie Wagoner (Crete) has developed some supports (vocab and phrase practice sheets) for DISE.
- Evan Moore Daily Oral Language
- Easy English News

## Rule 15

NDE Updates

program manual expectations

- Jen has requested that each consortium district submit a copy of its ELL / LEP plans, policy, or program guide. A sample or template created by the ESU 13 Consortium can be found on the "Consortium Information" page of the wiki.

preschool resources

- Jen has received a few requests for information regarding assessment and service to ELLs in preschool. Title III is specific to K-12; however, we can and should consider parent/family involvement. Colorin' Colorado (<http://www.colorincolorado.org/webcasts/preschool/>) has an informative collection of resources for this age, and this site was recently highlighted by the Center on Instruction (<http://www.centeroninstruction.org/>).
- ESU 6 does have the "Pre-IPT" (for ages 3-5) available for checkout.
- The LAS Links has the Pre-LAS Observational assessment for age 3: <http://www.ctb.com/ctb.com/control/ctbProductViewAction?productFamilyId=454&productId=28670&p=products> and the Pre-LAS for pre-K through grade 1: <http://www.ctb.com/ctb.com/control/ctbProductViewAction?productFamilyId=454&productId=808&p=products>

NeSA Spanish tests

- The window for ordering Spanish assessments ends October 14.
- The group discussed the Spanish supports for the NeSA tests. Specifically, participants noted that the Spanish tests were not appropriate for all native Spanish speakers; rather, this support is helpful only to those students who have an appropriate command of Spanish.
- Often, helpful information regarding eligibility for assessments (including which newcomers are waived from the NeSA-R & W can be found in the NDE Standards, Assessment, and Accountability Updates which can be found at [http://www.education.ne.gov/assessment/SAA\\_Updates.htm](http://www.education.ne.gov/assessment/SAA_Updates.htm). (The most recent update at the time of this meeting is SAA-8.)

ELL & SPED

- This group mentioned several specific cases of students who were identified as LEP and are showing signs of requiring SPED services in addition to or (in some cases) in place of typical LEP services. Jen shared a summary of a conversation with Nancy Rowch regarding one particular case in which the student was benefiting from a developmental

life skills curriculum. Because this student is also identified as LEP, he/she is required to take the ELDA which was described as an inappropriate task. Nancy suggested that observations and attempts to test be well-documented and considered by a team to determine if the LEP designation is still appropriate.

- One participant noted that parents can refuse ELDA testing in such cases.
- One question to which we did not have a clear answer inquired about the role of the IEP regarding the ELDA.
- Several participants had questions about this general topic. Some of these questions will be posed to NDE (see end of notes), and we will continue with this topic in future sessions.

#### translators

- NATI (Nebraska Association of Translators and Interpreters) is one resource when in need of service providers (<http://www.natihq.org/>).
- There is no official certification standard or licensure for translators/interpreters.
- Are there any confidentiality agreements that should be shared with translators/interpreters? Some schools have a simple form that they ask translators to read and sign outlining confidentiality; many did not.

#### language fluency measures in home language?

- Woodcock-Munoz (Spanish version of Woodcock-Johnson, requires Spanish-speaking, trained test administrator)

Review ELL Network Notes from April 2011. Comments, questions, corrections?

The group reviewed most of the April minutes together. There is a lot of important information here!

Please take a look! ([ELL Network 4.20.11 Minutes.pdf](#)) Several topics were highlighted and discussed:

- IPT assessment availability
- use of Pulse or LiveScribe pens
- NCLB Monitoring Visits
- Rosetta Stone
- Bonnie Davis training in Columbus

#### Resource Review

NDE Title III Webpages: <http://www.education.ne.gov/NATLORIGIN/>. Jen navigated several pages of the website and highlighted resources and information.

#### Rule 15 Study

*What implications with the new Rule 15 have on your district operations?* Jen provided a copy of the current draft of Rule 15, and noted that the NE Board of Education was reviewing it during our meeting!) The Rule will likely go into effect for the 2012-13 school year.

Participants paired up to answer one question regarding Rule 15 which they shared with the rest of the group for discussion. (These documents can be found on the wiki.) Several important components of the rule were discussed such as the definition of LEP, exit requirements, identification, program review, and staffing. Specifically, the following were noted as having the most significant impact on current practice:

- Exit requirements will be standardized with Rule 15.

- Staffing requirements require annual professional development for general classroom teachers responsible for language instruction.

- Instruction must be provided by certified teachers; paras and others may support instruction, but should not be the primary instructors. Though is true now, several districts have noted the need to revisit use of paras with ELLs.)

- Programs must be reviewed annually. (Jen noted that we should consider developing a regional process and/or tool, perhaps in collaboration with the ESU 7 Title III Consortium.)

- Lack of adherence to Rule 15 will likely affect accreditation.

#### Resource Sharing (materials, programs, websites, books...)

Please visit the wiki! [www.esu6ell.wikispaces.com](http://www.esu6ell.wikispaces.com) This is where all of the links, resources, and ELL-related information is posted.

Mourning Hope - Karen Buchfinck is a facilitator for Mourning Hope in Lincoln. It is a program to help families and kids dealing with grief (<http://www.mourninghope.org/>).

#### New Consortium Materials

- High Performance Writing (Beginning & Intermediate Levels)

- Julia Lonn at Norris Middle School is currently piloting this writing program.

- Direct Instruction of Spoken English (DISE)

- Crete, Nebraska City, and others are using this program with newcomers.

#### Tech Tools

Suggested sites from Jaque (Crete):

- [usalearns.org](http://usalearns.org)

- [starfall.com](http://starfall.com)

- [learningchocolate.com](http://learningchocolate.com)

#### Rosetta Stone

Our consortium has purchased 50 accounts, 20 of which we have sub-leased to the ESU 7 Consortium. Currently, 29 of our 30 accounts are registered to users; however, some have been inactive for a considerable period of time. If you are not using an existing account or if one is needed, let Jen know!

Imagine Learning English: <http://www.imaginelearning.com/>

Jen has been in contact with a representative of this program geared for K-8 ELLs. We need a few districts to pilot the system! (Nebraska City and Lewiston, among others, expressed interest.)

## Consortium

For the 2011-12 grant year (ending 9/30/12) our group includes 18 districts from southeast Nebraska. The ELL population in these districts ranges from 1 student to 72 students, which means the individual district allocations range from \$96 to just under \$7000. However, member districts should be more concerned with our overall budget of \$26,966. We use some of these funds to provide consortium-wide professional development and resources. When you have a local expense that is allowable under federal regulations, you should request reimbursement for the expense regardless of your district's specific allotment. Please contact me if you have questions about those federal regulations for a specific project or resource. The forms are located on the "Consortium Information" page of the wiki: [www.esu6ell.wikispaces.com](http://www.esu6ell.wikispaces.com). Jen showed participants how to complete the individual request for reimbursement for mileage reimbursement and explained that districts should request reimbursement if any substitutes were needed.

Jen reminded everyone to read, sign, and submit 2011-12 Program Descriptions as well as to submit copies of district policies, manuals, or program guides.

Title III funding restrictions do not allow for further purchase of IPT materials; we will continue to loan existing materials, but schools should plan for this expense.

Each district and ESU receiving funds from any of the NCLB formula grants will be monitored at least once every three years. ESU 6 is scheduled for a monitoring visit in the fall of 2010. How will your district stack up?

## (11:45) Lunch Discussion

Some participants needed to leave at noon; others stayed to share resources, ask questions, and consult with Jen until well after 2:00 pm!

## Upcoming PD Opportunities

See <http://esu6ell.wikispaces.com> for details and registration information!

- Second Language Learners, October 28, *Kearney, NE (ESU 10)*, 8am - noon.
- Classroom Strategies that Work with English Language Learners, November 17, *Omaha, NE (ESU 3)*, 8:30-3:30.
- Bonnie Davis: How to Teach Students Who Don't Look Like You, December 1-2, *Columbus (ESU 7)*, 9am - 3pm.
- ELL Network, February 8, *Location & Time TBD*. Join us to get updates, learn, and share!
- ELL Network, April 24, *Location & Time TBD*. Join us to get updates, learn, and share!

## Questions for Further Consideration & Research

- Regarding testing and serving preschool students, what is required and what do you recommend?
- We need more information about how to handle the situation when students have been/are identified as LEP and who may also require SPED verification.
- Accommodations for the ELDA when demanded by the IEP
- Confidentiality (HIPPA) requirement/form for translators?
- "composite score of proficient" Does that mean a 4 or a 5--once? Can a district have more stringent requirements (i.e., "4" two consecutive years)
- What is officially meant by monitoring? What is recommended? Does anyone have good monitoring tools?
- Is there a plan at the state level to develop an evaluation tool for Rule 15?

## Notes for Next Meeting

- Ask participants to bring computer/iPad if possible.
- Jen will send notification of the location of the next meeting, which will most likely be in the Fremont area.
- Tabled topics:  
iPods / iPads (tabled to next meeting!)

5 devices owned by consortium for student/classroom use  
useful apps?

Sound Notes

helping kids in HS have a hope for a future (will add to next agenda)